AGRICULTURE LEADERSHIP, COMMUNICATION & POLICY STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

Adopted by the State Board of Education /
State Board for Career and Technical Education on
September 4, 2013

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career, Technical and Adult Education at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Agriculture Leadership, Communication and Policy.

STANDARDS DEVELOPMENT MEMBERS

Jeff Gromny, Agriculture Instructor
West CTA, Las Vegas

Andy Miller, Agriculture Instructor
Communications Major
Smith Valley High School, Smith

Heather Dye, Business and Industry Representative
Nevada FFA Foundation

Tracy Shane, Agriculture Instructor
Great Basin College, Elko

Michelle Burrows, Agriculture Instructor
AACT, Reno

Lindsay Cox, Agriculture Instructor
Elko High School, Elko

Bob Conrad, Business and Industry Representative
Nevada Department of Energy

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Agriculture Leadership, Communication and Policy Standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

Sue Poland, Education Programs Professional
Agriculture Education
Office of Career, Technical and Adult Education
Nevada Department of Education

AGRICULTURE AND NATURAL RESOURCES
Program Requirements

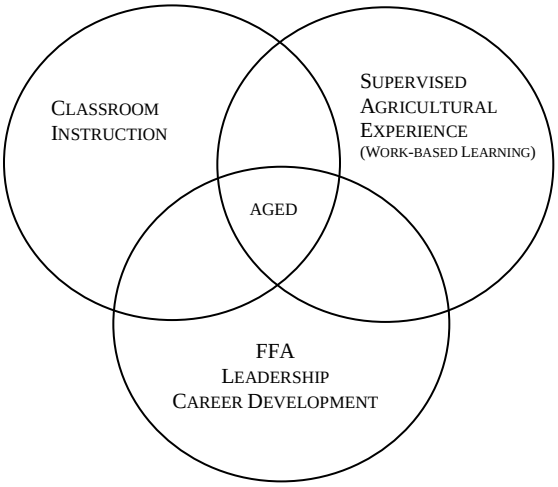
Occupations associated with agriculture production, natural resources, processing and distribution of food and fiber are important to the national interests and provide significant employment opportunities. Occupational education and training in agriculture and agri-business are essential to the continued economic health of Nevada and the nation, as it provides the needed competent and trained work force.

Agriculture education provides high school students with technical and specialized knowledge in production agriculture and natural resources as well as other specific agriculture occupations. The programs are designed to meet students' occupational objectives, interests, and abilities for entry into chosen occupations and can prepare them for advanced education and training. Agriculture education is a coordinated program of group and individual instructional activities consisting of classroom instruction, laboratory experiences, and leadership development. Integral to these activities are FFA (leadership development) and Supervised Agricultural Experience (work-based learning), Nevada Revised Statute 385.110. Federal/Public law#105-225 which was passed in August, 1998, states "Congress of the United States recognizes the importance of the FFA as an integral part of the program of Vocational Agriculture." All students enrolled in Agriculture Education will be recognized as members of the FFA organization. All secondary agriculture education programs and school districts will purchase a curriculum packet consisting of the New Horizons agriculture career and technical magazine, the FFA manual, and the Nevada Record Book on a yearly basis for every student enrolled in agriculture education in their program. Areas of study at the secondary level are divided into Agriculture Science and Specialized Advanced Agriculture Career and Technical Areas.

Agriculture and Society, Plant and Soil Science, Agriculture Mechanical Engineering and Technology, Animal Science, Leadership/FFA, Agriculture Business, Sales, Marketing and Supervised Agriculture Experience, Natural Resources, and Employability are included in the Agriculture Science introduction division.

Instruction in business/specialized agriculture provides training in specific occupational skills, duties, and tasks, as determined by the business and industry needs. Specialized career and technical agriculture programs will include, but are not limited to, the following: ornamental horticulture, floriculture design, turf and landscape management, equine science and technology, forestry technology, wildlife management and enforcement, food science and processing, feedlot management, animal science, Animal Science, agriculture power systems, natural resources and reclamation, mining science and operations, nursery and greenhouse management, landscape architecture, irrigation and chemical management, lawn care and maintenance, and agriculture construction.

NEVADA
AGRICULTURE EDUCATION
Model of Instruction



INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Agriculture Leadership, Communication and Policy program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Agriculture Leadership, Communication and Policy program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Agriculture Leadership, Communication and Policy	ALEAD

Example: ALEAD.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Agriculture Leadership, Communication and Policy	2	3	4

CONTENT STANDARD 1.0 : EXAMINE PERSONAL LEADERSHIP DEVELOPMENT IN AGRICULTURE STUDENTS	
PERFORMANCE STANDARD 1.1 : ANALYZE DEFINITIONS OF LEADERSHIP	
1.1.1	Compare democratic, authoritarian and laissez-faire behavioral leadership styles
1.1.2	Compare and contrast behavioral, situational and traditional leadership styles
1.1.3	Analyze appropriate leadership styles based on group situations
PERFORMANCE STANDARD 1.2 : IDENTIFY THE QUALITIES OF A LEADER	
1.2.1	Compare and contrast human relation skills (e.g., integrity, loyalty, etc.)
1.2.2	Differentiate between technical-human relations skills (e.g., listening, mentoring, team building, etc.)
1.2.3	Compare and contrast technical skills (e.g., communication, time management, etc.)
1.2.4	Compare and contrast conceptual technical skills (i.e., problem-solving, delegation, and accountability)
1.2.5	Compare and contrast conceptual skills (i.e., vision, follow-through, and ability to motivate)
1.2.6	Interview a local leader regarding their leadership development
PERFORMANCE STANDARD 1.3 : DEVELOP A PERSONAL PLAN FOR BECOMING A LEADER	
1.3.1	Explain the reasons for having a personal leadership development plan
1.3.2	Analyze a self-evaluation of your leadership qualities
1.3.3	Create a personal mission statement
1.3.4	Create personal short-term goals using SMART goals
1.3.5	Create personal long-term goals using SMART goals
1.3.6	Identify resources for continued growth (i.e., mentors, organizations, and events)
1.3.7	Develop a personal action plan
1.3.8	Evaluate actions taken and modify as needed

CONTENT STANDARD 2.0 : DEVELOP GROUP LEADERSHIP SKILLS IN AGRICULTURE EDUCATION	
PERFORMANCE STANDARD 2.1 : EXPLORE ROLES WITHIN A GROUP	
2.1.1	Differentiate between the role of a committee member and committee chair
2.1.2	Identify the duties of chapter officers
2.1.3	Create appropriate meeting documentations (e.g., agenda, minutes, committee reports, roster, etc.)
PERFORMANCE STANDARD 2.2 : EXPLORE GROUP DYNAMICS	
2.2.1	Identify the stages of group development (i.e., forming, storming, norming, performing, and adjourning)
2.2.2	Differentiate between conflict management and consensus building
2.2.3	Develop and demonstrate active listening skills
2.2.4	Identify strategies to bridge diversity within a group
2.2.5	Evaluate personal contributions of individuals to team dynamics
2.2.6	Demonstrate appropriate etiquette and professionalism in group settings
2.2.7	Plan and execute a group event using the four steps of event planning: research, planning, implementation, and evaluation
PERFORMANCE STANDARD 2.3 : UTILIZE PARLIAMENTARY PROCEDURE	
2.3.1	Identify the importance of organizational bylaws/constitutions used within agriculture organizations
2.3.2	Summarize the purposes of parliamentary procedure
2.3.3	Describe the proper use of the gavel
2.3.4	Outline a formal debate
2.3.5	Demonstrate the ability to present motions
2.3.6	Demonstrate parliamentary procedure in a meeting-like setting

CONTENT STANDARD 3.0 : UNDERSTAND RESEARCH METHODOLOGY	
PERFORMANCE STANDARD 3.1 : DETERMINE SOURCE CREDIBILITY	
3.1.1	Critique various sources of data for credibility
3.1.2	Identify peer-reviewed research
PERFORMANCE STANDARD 3.2 : IDENTIFY ACADEMIC INTEGRITY	
3.2.1	Define plagiarism and consequences of plagiarism
3.2.2	Identify sources that identify plagiarism
3.2.3	Practice proper citation techniques
PERFORMANCE STANDARD 3.3 : PRACTICE PERSONAL INTERVIEWING TECHNIQUES	
3.3.1	Research background information on the interview subject
3.3.2	Acquire background information on a person to be interviewed
3.3.3	Differentiate between different question types (i.e., open and closed type)
3.3.4	Create a list of interview questions based on research
3.3.5	Conduct an interview of a person involved in the agriculture industry

CONTENT STANDARD 4.0 : EXPLORE COMMUNICATION SKILLS	
PERFORMANCE STANDARD 4.1 : IDENTIFY BASIC COMMUNICATION SKILLS	
4.1.1	Describe the purposes of communication in agriculture
4.1.2	Create a message appropriate to a specific audience
4.1.3	Explain various styles of agriculture communication (i.e., persuasive, demonstrative, and informative)
4.1.4	Organize a presentation using the "Magic Formula"
PERFORMANCE STANDARD 4.2 : EXPLORE NON-VERBAL COMMUNICATION SKILLS	
4.2.1	Identify distractive mannerisms when speaking
4.2.2	Identify methods of displaying confidence when speaking
4.2.3	Recognize non-verbal audience cues
4.2.4	Investigate use of gestures to emphasize talking points
PERFORMANCE STANDARD 4.3 : PRACTICE VERBAL COMMUNICATION SKILLS	
4.3.1	Differentiate between pronunciation and enunciation
4.3.2	Compare and contrast pitch, pace, volume, and tone
4.3.3	Create a clear and concise message
4.3.4	Demonstrate respect and interest while listening to a presentation
PERFORMANCE STANDARD 4.4 : DEMONSTRATE VERBAL COMMUNICATION TECHNIQUES	
4.4.1	Prepare and present a speech along APA guidelines on agricultural issues
4.4.2	Deliver an extemporaneous speech
4.4.3	Demonstrate proper telephone etiquette in a professional setting
PERFORMANCE STANDARD 4.5 : DEMONSTRATE WRITTEN COMMUNICATION TECHNIQUES	
4.5.1	Select the appropriate form of technical and business writing or communication for the specific situation (i.e., email, memos, business letters, and thank you cards)
4.5.2	Explain the benefits of quality group correspondence (i.e., social media and newsletters)
4.5.3	Demonstrate appropriate correspondence etiquette

CONTENT STANDARD 5.0 : EXAMINE AGRICULTURE JOURNALISM	
PERFORMANCE STANDARD 5.1 : EXPLORE NEWS WRITING PROCEDURES	
5.1.1	Apply the five 'W's and H Technique" of journalistic writing – who, what, when, why, where and how
5.1.2	Use the inverted pyramid method to develop a news story
5.1.3	Write a news article using the AP Stylebook
5.1.4	Conduct a peer review and edit a newsletter
PERFORMANCE STANDARD 5.2 : EXAMINE THE FIELD OF PUBLIC RELATIONS	
5.2.1	Explain the difference between public relations and marketing
5.2.2	Write a press release using the AP Stylebook
5.2.3	Create an informative brochure to assist an agriculturist
5.2.4	Compare proactive and reactive public relations strategies
5.2.5	Examine strategies to promote agriculture literacy
5.2.6	Examine strategies to promote agriculture with social networking
5.2.7	Compare agriculture promotion groups
PERFORMANCE STANDARD 5.3 : EXPLORE BROADCAST JOURNALISM	
5.3.1	Describe the agriculture broadcast media types
5.3.2	Identify career opportunities in the agriculture broadcast industry
5.3.3	Create a script for a video or podcast
5.3.4	Develop a video clip or podcast on an agriculture issue
PERFORMANCE STANDARD 5.4 : EXAMINE ONLINE JOURNALISM	
5.4.1	Compare types of online journalism techniques (i.e., blogging, websites, social networking, e-news, and mobile technologies)
5.4.2	Discuss safe and ethical use of online communications
PERFORMANCE STANDARD 5.5 : CONDUCT PAGE LAYOUT AND DESIGN	
5.5.1	Identify characteristics of high quality photographs for media use
5.5.2	Demonstrate appropriate captioning and citations
5.5.3	Design a print, online or electronic publication using basic graphic design principles

CONTENT STANDARD 6.0 : EXPLORE PUBLIC POLICY IN AGRICULTURE	
PERFORMANCE STANDARD 6.1 : EXAMINE AGRICULTURE POLICY ISSUES	
6.1.1	Research policies of agriculture organizations
6.1.2	Investigate pros and cons of an agriculture policy issue
6.1.3	Present a recommendation for an agriculture policy issue
6.1.4	Examine diversity and its effect on the agriculture industry
PERFORMANCE STANDARD 6.2 : EXPLORE THE POLITICAL PROCESS	
6.2.1	Connect the role of elected officials to their constituents
6.2.2	Chart the process of how laws are made on the local, county, state, and federal level
6.2.3	Identify the requirements for serving as a county commissioner
6.2.4	Summarize the need for a code of ethics within an organization
6.2.5	Discuss how citizens and interest groups can affect the political process
6.2.6	Identify public relations strategies used within a political campaign
6.2.7	Write a letter to an elected official regarding an agricultural issue

CONTENT STANDARD 7.0 :	EXPLORE CAREER OPPORTUNITIES IN THE AGRICULTURE COMMUNICATION & POLICY FIELDS
PERFORMANCE STANDARD 7.1 :	**UNDERSTAND EMPLOYMENT FIELDS IN THE AGRICULTURE COMMUNICATION & POLICY FIELDS**
7.1.1	List and describe the types of employment opportunities in agriculture communications
7.1.2	List and describe the types of employment opportunities in agriculture organizations
7.1.3	Explore education and training for different agriculture communication careers

CONTENT STANDARD 8.0 :	PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN FFA
PERFORMANCE STANDARD 8.1 :	**RECOGNIZE THE TRAITS OF EFFECTIVE LEADERS AND PARTICIPATE IN LEADERSHIP TRAINING THROUGH INVOLVEMENT IN FFA**
8.1.1	Expand leadership experience by serving as a chapter officer or on a committee
8.1.2	Participate in a career development event at the local level or above
8.1.3	Plan and implement a leadership development workshop using the "Magic Formula"
PERFORMANCE STANDARD 8.2 :	**UNDERSTAND THE IMPORTANCE OF SCHOOL AND COMMUNITY AWARENESS**
8.2.1	Participate in a school improvement or community development project
8.2.2	Plan and implement an agriculture literacy event

CONTENT STANDARD 9.0 :	DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE
PERFORMANCE STANDARD 9.1 :	**MAINTAIN A SUPERVISED AGRICULTURAL EXPERIENCE**
9.1.1	Accurately maintain SAE record books
9.1.2	Investigate the proficiency award areas related to SAE program area
9.1.3	Research organizations that support your SAE
9.1.4	Actively pursue necessary steps to receive higher degrees in FFA

This Page was Intentionally Left Blank

CROSSWALKS AND ALIGNMENTS OF AGRICULTURE LEADERSHIP, COMMUNICATION AND POLICY STANDARDS AND THE COMMON CORE STATE STANDARDS, THE NEVADA SCIENCE STANDARDS, AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Agriculture Leadership, Communication and Policy Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Agriculture Leadership, Communication and Policy program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Agriculture Leadership, Communication and Policy Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Agriculture Leadership, Communications and Policy program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Agriculture Leadership, Communication and Policy Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Agriculture Leadership, Communication and Policy program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Agriculture Leadership, Communication and Policy Standards are crosswalked to the Agriculture, Food, and Natural Resources Career Cluster™.

This Page was Intentionally Left Blank

CROSSWALK OF AGRICULTURE LEADERSHIP, COMMUNICATION AND POLICY STANDARDS AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: EXAMINE PERSONAL LEADERSHIP DEVELOPMENT IN AGRICULTURE STUDENTS

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

1.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
1.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.3.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD 2.0: DEVELOP GROUP LEADERSHIP SKILLS IN AGRICULTURE EDUCATION

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
2.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
2.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD 3.0: UNDERSTAND RESEARCH METHODOLOGY

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
3.3.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD 4.0: EXPLORE COMMUNICATION SKILLS

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.4.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
4.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 5.0: EXAMINE AGRICULTURE JOURNALISM

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **English Language Arts: Reading Standards for Informational Text** RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

5.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
5.5.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD 6.0: EXPLORE PUBLIC POLICY IN AGRICULTURE

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 7.0: EXPLORE CAREER OPPORTUNITIES IN THE AGRICULTURE COMMUNICATION AND POLICY FIELDS

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD 8.0: PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN FFA

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
8.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD 9.0: DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.1	**English Language Arts: Language Standards** L.11-12.2b Spell correctly.
9.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CROSSWALKS OF AGRICULTURE LEADERSHIP, COMMUNICATIONS AND POLICY STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Agriculture, Food & Natural Resources Career Cluster™ (AG)	Performance Indicators
1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.	3.1.1-3.1.2; 3.2.1-3.2.3 5.2.5, 5.2.6 6.1.1-6.1.3
2. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.	3.3.5 6.1.4, 6.2.7
3. Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.	
4. Demonstrate stewardship of natural resources in AFNR activities.	8.2.1
5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.	5.3.2 7.1.1-7.1.3
6. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.	5.2.3, 5.2.7